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| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| Quarter 1/2  13 Weeks | **Unit 4** -Family-Friends-Descriptions-Relationships-Possessive Adjectives-Puerto Rico-Dominican Republic-Hobbies/Pastimes -Likes/Dislikes | * COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
* CULTURES Interact with cultural competence and understanding
* CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
* COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence
* COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world
 | -Quiz per topic -Q1 Benchmark /End of Unit 4 Exam-Famous Family Tree Project | **ACTFL**-Interpersonal Communication-Interpretive Communication-Presentational Communication-Relating Cultural Practices to Perspectives-Relating Cultural Products to Perspectives-Making Connections-Acquiring Information and Diverse Perspectives-Language Comparisons-Cultural Comparisons-School and Global Communities-Lifelong Learning | -¡Qué Chévere! Textbook-¡Qué Chévere! Workbook-¡Qué Chévere! Vocabulary Practice-i-Passport-i-Video-i-News-SenorWooly.com-Nysedregents.com-Disney “Book of Life” video-Disney “Coco” video -Teacher’s Discovery “Dia de los Muertos” video |
| Quarter 2/3 13 Weeks | **Unit 5**-Activities-AR, ER, IR verbs and verb endings-Numbers to 1,000,000-Months, dates, special days-Holidays-Technology electronics-Nicaragua-Costa Rica-Vacation-Foods-Colombia-Venezuela | * COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
* CULTURES Interact with cultural competence and understanding
* CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
* COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence
* COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world
 | -Quiz per topic -Q2 Benchmark /End of Unit 5 Exam-Vacation Project | **ACTFL**-Interpersonal Communication-Interpretive Communication-Presentational Communication-Relating Cultural Practices to Perspectives-Relating Cultural Products to Perspectives-Making Connections-Acquiring Information and Diverse Perspectives-Language Comparisons-Cultural Comparisons-School and Global Communities-Lifelong Learning | -¡Qué Chévere! Textbook-¡Qué Chévere! Workbook-¡Qué Chévere! Vocabulary Practice-i-Passport-i-Video-i-News -SenorWooly.com-Nysedregents.com-Teacher’s Discovery “Dia de los Muertos” video-Teacher’s Discovery “Navidad” video-House Hunters video  |
| Quarter 3/4 14 Weeks  | **Unit 6**-Stem changing verbs/tener/venir/poder-Tener + que-Ir-Ir +a+ infinitive-Places in the City-Prepositions of Location-Kitchen Objects-House and Home-Chores-Demonstrative Adjectives-Pascua-Cinco de Mayo | * COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
* CULTURES Interact with cultural competence and understanding
* CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
* COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence
* COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world
 | -Quiz per topic -Q3 Benchmark /End of Unit 6 Exam-Final Exam ACTFL Checkpoint A Exam (formerly NYS Proficiency Equivalency Exam)-Final Exam Speaking Section-House Project-Cascarones Project | **ACTFL**-Interpersonal Communication-Interpretive Communication-Presentational Communication-Relating Cultural Practices to Perspectives-Relating Cultural Products to Perspectives-Making Connections-Acquiring Information and Diverse Perspectives-Language Comparisons-Cultural Comparisons-School and Global Communities-Lifelong Learning | -¡Qué Chévere! Textbook-¡Qué Chévere! Workbook-¡Qué Chévere! Vocabulary Practice-i-Passport-i-Video-i-News-SenorWooly.com-Nysedregents.com-Teacher’s Discovery “Pascua” video-Teacher’s Discovery “Cinco de Mayo” video |